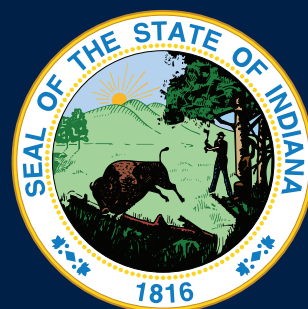




2019 – 2020

**RELEASED ITEMS REPOSITORY
ITEM ANSWER KEY**

GRADE 8



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ILEARN

English/Language Arts (ELA)

Item Answer Key

Item	DOK	Standard(s)	Key
1	3	8.RL.2.3	B, D

≡

Read the sentences from the text.

"Stewart, what is going on with you? All I am asking of you is a simple brochure! This should be fun—your favorite trip around the city. Don't you have any imagination?"

What effect does the author create by using this quotation? Select **two** options.

- ☐ The author characterizes Stewart as a lazy and uninterested student.
- ☒ The author uses irony to help the reader understand Stewart's conflict.
- ☐ The author uses flashback to show how hard the students in Stewart's class work.
- ☒ The author shows the reader how other characters in the story view Stewart.
- ☐ The author defines the lines between reality and Stewart's over-active imagination.

Item	DOK	Standard(s)	Key
2	2	8.RL.2.2	He firmly believed that if he didn't know what came next he ought to just wait until it came to him.

Click on the sentence that **best** represents the theme of the text.

The noise of the keyboards started to sound like a song to Stewart. He noticed that often happened to him after lunch. After lunch he would walk out of the cafeteria straight to third block, Introduction to Digital Publishing, or Beginning On-Line Publications, he could not remember. He did not like his classes but after lunch, it got worse.

All of the students around him seemed to know exactly what they were doing. They sat down and began hammering away at their keyboards, and Stewart didn't move. He firmly believed that if he didn't know what came next he ought to just wait until it came to him. He looked at the place where his thumb and first finger met. When he looked at the angle they made he thought of the beak of a giant bird, like an eagle. He remembered one day when school let out early and he had taken the subway to the park zoo. There was a Peregrine Falcon at the zoo and when he sharpened his beak on a stone it sounded the same as the noise the students around him were making on the keyboards.

Suddenly Stewart was flying from his plastic desk chair out out out of his own head. He thought how it must be to fly like that falcon and he thought of its name again. . . Peregrine. It sounded like pair-of-grin to him and that made him smirk a little.

Pair of grins made him think of those men who dressed as clowns down near the American Museum of Natural History. One of them was always on a unicycle, even when he took a break and got some lunch. The other guy stood behind the unicycle guy and together they would juggle. They would juggle back and forth between the two of them. Sometimes they juggled oranges and sometimes they would let the bystanders toss in different things and they would juggle whatever they were given.

Item	DOK	Standard(s)	Key
3	2	8.RV.2.1	C

Read the sentence from the text.

Sometimes they juggled oranges and sometimes they would let the bystanders toss in different things and they would juggle whatever they were given.

What does the word bystanders **most likely** mean?

Ⓐ artists

Ⓑ cyclists

☒ Ⓒ observers

Ⓓ performers

Item	DOK	Standard(s)	Key
4	2	8.RN.2.1	People responded to them and my interest in the creative potential of photography grew.

≡

Click the sentence that **best** supports that Ansel Adams' approach to photography changed from a hobby to an art form.

Ansel would decide carefully on the subject of each photograph he took, then choose the angle from which to take it, sometimes hiking for miles to find the best vantage point. He studied the movement of sun and clouds, often waiting hours for the perfect light with which to "paint" his photograph. Then, as he developed the film into prints, he found that he could bring his own paintings to life.

"When I first made snapshots in and around Yosemite," he said, "I was casually making a visual diary—recording where I had been and what I had seen—and becoming intimate with the spirit of wild places. Gradually my photographs began to mean something in themselves; they became records of experiences as well as of places. People responded to them and my interest in the creative potential of photography grew."

Item	DOK	Standard(s)	Key
5	3	8.RN.3.3	Part A: A Part B: C

≡

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which of these inferences about the author's purpose is supported by the text?

- ☐ A She wants to reveal Ansel Adams' inspiration.
- ☐ B She wants to promote Ansel Adams' publications.
- ☐ C She wants the reader to consider a career in photography.
- ☐ D She wants the reader to know how Ansel Adams was raised.

Part B

Which sentence from the text **best** supports your answer in part A?

- ☐ A "When they arrived, Ansel's parents gave him a gift—a simple Kodak Box Brownie camera."
- ☐ B "He made up a set of work sheets on which he could write down every decision he made when taking a photograph—the type of film he'd use and how it was loaded in the camera, which lens and filters he'd used, and all of the camera settings."
- ☒ C "He created his photos carefully, as though they were paintings like those seen at the Expo."
- ☐ D "Ansel Adams created over forty thousand photos during his lifetime."

Item	DOK	Standard(s)	Key
6	3	8.RN.2.3	Part A: C Part B: C

≡

This question has two parts. First, answer part A. Then, answer part B.

Part A

Select the statement that **best** describes what the use of Ansel Adam's worksheets show about his dedication to photography.


- (A) The worksheets show that Adams was a very poor photographer in the beginning.
- (B) The worksheets show that Adams thought photography was a science and not an art.
- ☒ (C) The worksheets show that Adams gave serious consideration to the art of photography.
- (D) The worksheets show that Adams believed his photographs would someday be published.

Part B

Which sentence from the text **best** supports your answer in part A?

- (A) "But when he returned home and had those photos developed, he wasn't happy with the way most of them turned out."
- (B) "He also took notes on the amount of light available when he took each photo."
- ☒ (C) "This helped him to improve with every photo he took, and he read every book and magazine he could find to learn more."
- (D) "He published these pictures in a book called *Born Free and Equal* to draw attention to the unfair treatment of these U.S. citizens. Later, other Adams photographs were published in President Lyndon Johnson's report 'A More Beautiful America.'"

Item	DOK	Standard(s)	Key
7	3	8.RN.3.2	B, D



Read the line from the text.

"The picture we make is never made for us alone," he said later. "It is, and should be, a communication—to reach as many people as possible."

What effect does the author's use of Adams' words have on the reader's understanding of Adams' work? Select **two** options.

- ☐ that Adams was proud about the success he would enjoy
- ☒ that Adams intended to share his photography with the public
- ☐ that Adams felt pictures are the most important way art can reach people
- ☒ that Adams thought about creating art as a way of speaking to the world
- ☐ that Adams felt strictly that art should be made for others' enjoyment rather than for oneself

Item	DOK	Standard(s)	Key
8	3	8.RV.3.2	C

≡

Read the line from the text.

He studied the movement of sun and clouds, often waiting hours for the perfect light with which to "paint" his photograph.

What effect does the author create by using the words "the perfect light with which to 'paint' his photograph"?

- Ⓐ The phrase helps the reader see Adams as a painter.
- Ⓑ The phrase suggests that a photograph is the same as a painting.
- ☒ Ⓒ The phrase creates a picture of Adams capturing the best moment in which to produce art.
- Ⓓ The phrase uses language that makes the reader think photography and painting are simple.

Item	DOK	Standard(s)	Key
9	2	8.W.4	D

☰

A student is writing a research report about the volcanic island, Surtsey, for a class assignment. Read the paragraph from a draft of the report and answer the question that follows.

Surtsey is a volcanic island that is located off the coast of Iceland. This island is unique because it was formed by volcanic activity and only rose above the ocean’s surface in the 1960s. When the island appeared, it was a barren rock with no animal or plant life. Scientists studied Surtsey because they wanted to see if and how life would develop on Surtsey. The first signs of life on the island were the results of seeds that were carried by the wind and waves. Eventually, birds nested on Surtsey. Today Surtsey has a number of plants and other organisms living on it.

Which sentence **best** concludes the paragraph?

- Ⓐ The number and types of island plants and animals is not expected to keep increasing.
- Ⓑ The ocean someday could rise to levels that would cause the island to disappear again.
- Ⓒ The island has nesting grounds for many species of sea birds, including puffins and gulls.
- This island is important because it has been a valuable tool for scientists studying plant and animal life.

Item	DOK	Standard(s)	Key
10	3	8.W.4	<p>Score: 2</p> <ul style="list-style-type: none"> • provides appropriate and mainly specific descriptive details and/or dialogue • provides adequate development of experiences, characters, setting, action, and/or events • uses adequate sensory, concrete, and/or figurative language • is mostly “shown” <p>Score: 1</p> <ul style="list-style-type: none"> • provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related • provides limited development of experiences, characters, setting, action, and/or events • uses limited sensory, concrete, and/or figurative language • is somewhat “told” <p>Score: 0</p> <ul style="list-style-type: none"> • includes few if any descriptive details and little or no dialogue. • Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative • provides minimal, if any, development of experiences, characters, setting, action, and/or events • uses little or no sensory, concrete, and/or figurative language • is mostly “told”

☰

A student is writing a realistic fiction narrative for language arts class. Read the draft of the narrative and complete the task that follows.

An Important Decision

With a few clicks on the school's website, I find what I am looking for - the dates for volleyball tryouts. Nothing makes me happier than that sport. Whether I am casually bumping the ball with friends in the backyard or spiking one into the opposition's court with laser accuracy, I feel completely alive. Even though the official tryouts are a few weeks away, I have been practicing relentlessly when the gymnasium is open to students.

My excitement leads me to call my best friend Katelyn. As soon as I hear the line ringing, a thought occurs to me and makes my heart flutter. The first day of tryouts is the same date as Katelyn's dance recital! She is depending on my moral support. When Katelyn's chipper voice answers, a sudden paralysis takes over my mind and body. Eventually I mumble, "Hey Katelyn . . . hang on a second . . . uh, let me call you back."

Continue the narrative by writing one to three paragraphs that help readers better understand the central conflict of the story.

ILEARN

English/Language Arts (ELA)

Performance Task Item Answer Key

Item	DOK	Standard(s)	Key
Performance Task Item 1	4	8.W.5	See Rubric

☰

Source #4 describes how some people want to eliminate the penny from the United States' economy. Explain how the information in Source #2 adds to the reader's understanding of the potential effects of eliminating pennies in the United States. Give **two** details from Source #2 to support your explanation.

Rubric
<p>Score: 2</p> <p>Response is an evidence-based explanation that provides two pieces of evidence from Source #2 that support this idea and that explains how each example supports the idea.</p> <p>Score: 1</p> <p>Response is an evidence-based explanation that provides two pieces of evidence from Source #2 that support this idea but doesn't explain how each example supports the idea.</p> <p>OR</p> <p>Response is an evidence-based explanation that provides only one piece of evidence from Source #2 that supports this idea and that explains how that example supports the idea.</p> <p>Score: 0</p> <p>Response is an explanation that is incorrect, irrelevant, insufficient, or blank.</p>

Exemplar 2 points

Source #2 adds to the reader's understanding by providing more information about why some people think the penny should be eliminated. For example, it gives the concrete example of a study done by Dr. Whaples which indicated that eliminating the penny could save over \$700 million because of the time wasted counting pennies. This concrete example helps the reader understand that eliminating the penny has the potential to save a significant amount of money. In addition, Source #2 also provides more information on the reasons some people think the penny should remain. For example, many people fear that eliminating the penny and rounding prices will cause customers to have to pay more over time. This example helps the reader understand that there may be negative consequences to eliminating the penny.

Exemplar 1 point

Source #2 adds to the reader's understanding by providing more information about why some people think the penny should be eliminated. For example, it gives the concrete example of a study done by Dr. Whaples which indicated that eliminating the penny could save over \$700 million because of the time wasted counting pennies. This concrete example helps the reader understand that eliminating the penny has the potential to save a significant amount of money.

Exemplar 0 points

Eliminating the penny could save the United States a lot of money.

Item	DOK	Standard(s)	Key
Performance Task Item 2	4	8.W.5	See Rubric

≡

All of the sources provide information about the penny. Which source would **most likely** be relevant to students researching the ways to reduce the cost of producing the penny? Justify your answer and support it with **two** pieces of information from the sources.

Rubric
<p>Score: 2</p> <p>Response is an evidence-based explanation that correctly identifies the most relevant source includes two pieces of evidence from that source that support this evaluation and that explains why each piece of evidence supports the idea that it is the most relevant source.</p> <p>Score: 1</p> <p>Response is an evidence-based explanation that correctly identifies the most relevant source AND includes one piece of evidence from that source that support this evaluation and that explains why the piece of evidence supports the idea that it is the most relevant source.</p> <p>OR</p> <p>Response is an evidence-based explanation that correctly identifies the most relevant source AND includes two pieces of evidence from that source that support this evaluation but does not explain why each piece of evidence supports the idea that it is the most relevant source.</p> <p>OR</p> <p>Response is an evidence-based explanation that does not identify a source or correctly identify the most relevant source but includes two pieces of evidence from the correct source and that explains why each piece of evidence supports the idea that it is the most relevant source.</p> <p>Score: 0</p> <p>Response is an explanation that is incorrect, irrelevant, insufficient, or blank.</p>

Exemplar 2 points

Source #1 is most likely to be relevant to students researching the ways to reduce the cost of producing the penny because it provides the most detailed information about changes that have been made to the penny in the past to reduce costs. For example, it points out that in 1982 Congress changed the metals in the penny to contain more zinc and less copper in order to reduce the cost. Also, during WWII steel was used to make pennies instead of copper. These two pieces of information make Source #1 the most relevant source for ways to reduce the cost of producing pennies.

Exemplar 1 point

Source #1 is most likely to be relevant to students researching the ways to reduce the cost of producing the penny because it provides the most detailed information about changes that have been made to the penny in the past to reduce costs. For example, it points out that in 1982 Congress changed the metals in the penny to contain more zinc and less copper in order to reduce the cost. This information makes Source #1 the most relevant source for ways to reduce the cost of producing pennies.

Exemplar 0 points

Source #2 is the most relevant source to students researching the ways to reduce the cost of producing the penny.

Item	DOK	Standard(s)	Key	
Performance Task Item 3	3	8.W.5	Row 1	Both
			Row 2	Neither
			Row 3	Source #3: Give a Penny—Save the Day!
			Row 4	Source #4: The Ever-Changing Penny

☰

Look at the claims in the table. Decide if the information in Source #3, Source #4, both sources, or neither source supports each claim. Click on the box that identifies the source that supports each claim. There will be only one box selected for each claim.

	Source #3: Give a Penny— Save the Day!	Source #4: The Ever- Changing Penny	Both	Neither
The penny has more value than what it can buy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rounding price totals will cause an increase in prices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The low value of a penny is a good thing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing the metals in the penny is a possible solution for people who want to keep the penny.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	DOK	Standard(s)	Key
Performance Task Item 4	4	8.W.3.1	See Below

≡

Now begin work on your argumentative essay. Manage your time carefully so that you can

- plan your multi-paragraph argumentative essay.
- write your multi-paragraph argumentative essay.
- revise and edit the final draft of your multi-paragraph argumentative essay.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a multi-paragraph argumentative essay, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your argumentative essay.

B **I** **U** **I_x**
☰ ☷ ☱ ☲
✂ 📄 📂 ↶ ↷
ABC English Ω

Words 0/4000, # Chars 0/20000

4-Point Argumentative Performance Task Writing Rubric (Grades 6–11) Organization/Purpose

Score 4	Score 3	Score 2	Score 1
<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> • claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • alternate and opposing argument(s) are clearly acknowledged or addressed 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> • claim is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas • alternate and opposing argument(s) are adequately acknowledged or addressed 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • alternate and opposing argument(s) may be confusing or not acknowledged 	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> • claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression • alternate and opposing argument(s) may not be acknowledged
<p>No Score: Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.</p>			

4-Point Argumentative Performance Task Writing Rubric (Grades 6–11) Evidence/Elaboration

Score 4	Score 3	Score 2	Score 1
<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques; emotional appeal may dominate vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style
<p>No Score: Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.</p>			

2-Point Argumentative Performance Task Writing Rubric (Grades 6–11) Conventions

Score 2	Score 1	Score 0
<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
<p>No Score: Insufficient (includes copied text); in a language other than English; off-topic; or off-purpose.</p>		

Holistic Scoring:


- Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- Severity: Basic errors are more heavily weighted than higher-level errors.
- Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece

The points for Organization/Purpose and Evidence/Elaboration rubrics are averaged together for one 4-point score. This is combined with the Conventions score for a 6-point total score.

ILEARN Mathematics

Item Answer Key

Item	DOK	Calculator	Standard(s)	Key
1	1	Not Allowed	8.NS.4	B, C



An equation is shown.

$$n^2 = 43$$

Select all of the values that represent solutions to this equation.

- ☐ -43^2
- ☒ $-\sqrt{43}$
- ☒ $\sqrt{43}$
- ☐ $\left(\frac{1}{2}\right)43$
- ☐ 43^2

Item	DOK	Calculator	Standard(s)	Key
2	2	Not Allowed	8.NS.2	6 and 7, in any order

≡

Between what two consecutive whole numbers is the value of $\sqrt{40}$?

Enter each number in a separate answer box.

6

7

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	-

Item	DOK	Calculator	Standard(s)	Key	
3	1	Allowed	8.AF.2	Row 1	Infinitely many solutions
				Row 2	No solution
				Row 3	One solution
				Row 4	No solution

☰

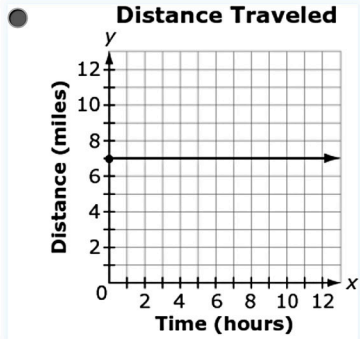
Select whether each equation has no solution, one solution, or infinitely many solutions.

	No solution	One solution	Infinitely many solutions
$7x + 10 = 7x + 10$	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$4x = 4x + 3$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$5x + 3 = 2x - 3$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$2x + 8 = 3 + 2x$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

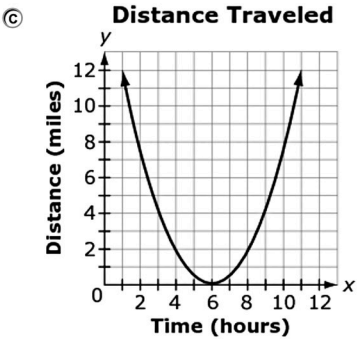
Item	DOK	Calculator	Standard(s)	Key
4	1	Allowed	8.AF.4	A

Which graph shows a zero rate of change?

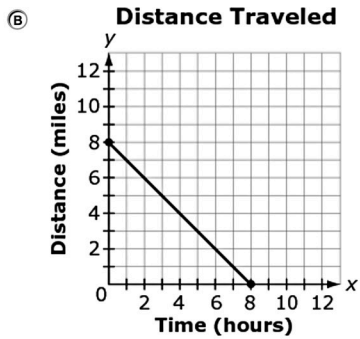
(A) Distance Traveled



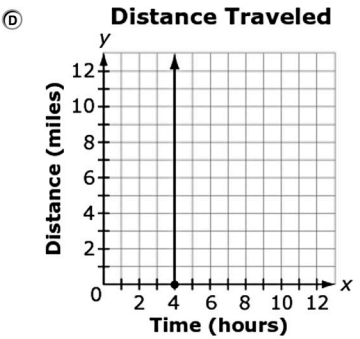
(C) Distance Traveled



(B) Distance Traveled



(D) Distance Traveled



Item	DOK	Calculator	Standard(s)	Key
5	2	Allowed	8.AF.5	B

☰

Which table represents a linear function?

Ⓐ

x	y
1	1
2	3
3	1
4	3

Ⓒ

x	y
9	-8
8	-4
7	-2
6	-1

☒ Ⓓ

x	y
-2	1
-1	2
0	3
1	4

Ⓔ

x	y
2	1
3	2
4	4
5	5

Item	DOK	Calculator	Standard(s)	Key
6	3	Allowed	8.AF.7	B

Brian and Tim both ride their bikes at a constant speed and leave from the same location. Brian's ride times are shown in the table.

Brian's Bike Ride

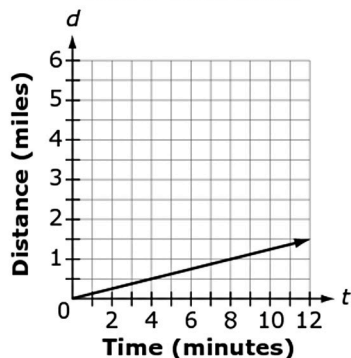
Time (minutes)	Distance (miles)
8	1
16	2
24	3

Tim rides faster than Brian.

Which graph could represent Tim's bike ride?

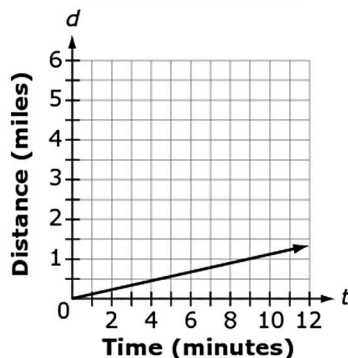
(A)

Tim's Bike Ride



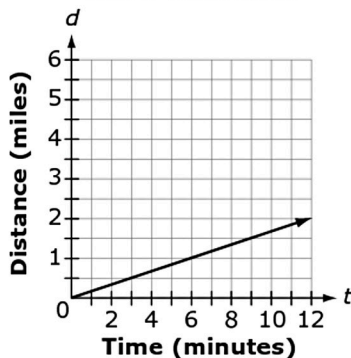
(C)

Tim's Bike Ride



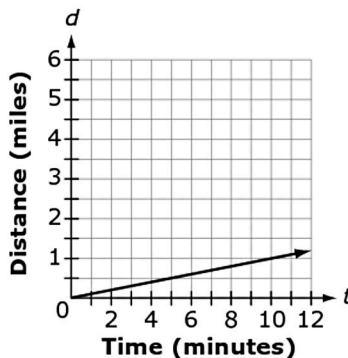
(B)

Tim's Bike Ride




(D)

Tim's Bike Ride



Item	DOK	Calculator	Standard(s)	Key
7	3	Allowed	8.DSP.3	D



Mark recorded the diameter of the same tree trunk every year for 10 years. He modeled the data with the equation shown, where d is the diameter, in inches, of the tree trunk after y years.

$$d = 0.47y + 0.25$$

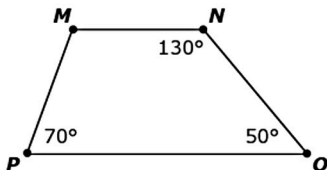

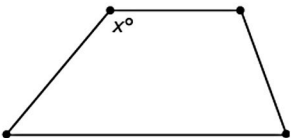
According to the model, which statement about the tree trunk is true?

- ☐ Ⓐ Over the next year, the diameter of the tree trunk will grow exactly 0.25 inch.
- ☐ Ⓑ Over the next year, the diameter of the tree trunk will grow exactly 0.47 inch.
- ☐ Ⓒ Each year, on average, the diameter of the tree trunk increased by 0.25 inch.
- ☒ Ⓓ Each year, on average, the diameter of the tree trunk increased by 0.47 inch.

Item	DOK	Calculator	Standard(s)	Key
8	2	Allowed	8.GM.3	130, or any equivalent value

≡

Quadrilateral $MNOP$ is reflected over a line and translated up, as shown.

What is the value of x ?

130

←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	.	-

Item	DOK	Calculator	Standard(s)	Key
9	2	Allowed	8.DSP.4	1/36, or any equivalent value

≡

A fair number cube with sides labeled 5, 10, 15, 20, 25, and 30 is rolled twice.

What is the probability of rolling a 10 and then a 25?

$$\frac{1}{36}$$

← → ↶ ↷ ✕

1	2	3	+	-	•	÷			
4	5	6	<	≤	=	≥	>		
7	8	9	$\frac{\Box}{\Box}$	\Box^\Box	()		$\sqrt{\Box}$	$\sqrt[\Box]{\Box}$	π
0	.	-							

Item	DOK	Calculator	Standard(s)	Key
10	3	Allowed	8.AF.6	$g = n + (7/2)$, or any equivalent equation

☰

A linear function contains the three ordered pairs shown in the table.

n	g
1	4
5	6
7	7

Create an equation for a different linear function that has twice the rate of change and the same initial value as the one represented by the table.

$$g = n + \frac{7}{2}$$

← → ↶ ↷ ✖

1	2	3	g	n					
4	5	6	+	-	•	÷			
7	8	9	<	≤	=	≥	>		
0	.	-	$\frac{\Box}{\Box}$	\Box^\Box	()		$\sqrt{\Box}$	$\sqrt[\Box]{\Box}$	π

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Performance Task Item Answer Key

Item	DOK	Standard(s)	Key
Performance Task	N/A	N/A	Currently Performance Task scoring materials are not available for Mathematics Grade 8 and this information is not available in the Released Items Repository Scoring Guides.

